

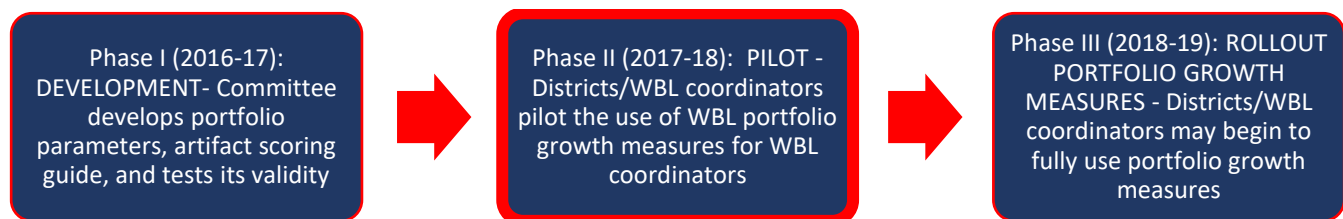
2017-18 Work-Based Learning (WBL) Student Growth Portfolio Model Pilot

WBL Student Growth Portfolio Model Pilot – Districts across Tennessee are invited to participate in a WBL Student Growth Portfolio Model Pilot to test the use of a portfolio growth measure for high school teachers in a no-stakes environment in 2017-18. This pilot is open to districts and WBL coordinators offering the WBL: Career Practicum (6105) course. Artifacts will be assessed against course standards by peer instructors using an online, blind review process using an Artifact Scoring Guide. Participating districts will receive online training in the use of the system, the use of the scoring guide, and will customize a plan for internal checks and reviews to assist teachers in preparing for artifact submission.

Developing TN's WBL Portfolios – The Department of Education engaged a team of work-based learning (WBL) coordinators during the 2016-17 school year to serve on a WBL Portfolio Development Committee. This group was tasked with two important roles: (a) setting [expectations for quality WBL portfolios](#) and (b) creating an artifact scoring guide to objectively assess student attainment of WBL: Career Practicum (6105) course standards. This group accomplished the Phase I goals outlined in the graphic below.

As a result of this work, districts across Tennessee are invited to participate in a WBL Student Growth Portfolio Model Pilot to test the use of a teacher portfolio growth measure beginning in the 2017-18 school year.

Rationale for Portfolio Assessment – In recent years, Tennessee has seen great success using portfolio growth measures to demonstrate how pre-K and kindergarten teachers are helping their students. By submitting student artifacts, teachers demonstrate student growth and develop a [measure of growth for TEAM](#). [Portfolio growth models](#) produce authentic student growth measures unique to an individual teacher's students. Through video, audio, and pictures of student work, teachers capture student growth in real time.



Phase II: WBL Student Growth Portfolio Model Pilot

Summer 2017

1. Learn about portfolio growth measure models and experiences from Tennessee teachers.
2. View [webinar](#) to identify rollout strategies and understand pilot process and timeline.
3. Review Artifact Scoring Guide and [related pilot materials](#).
4. Submit the [intent to participate](#) form by Sept. 15.

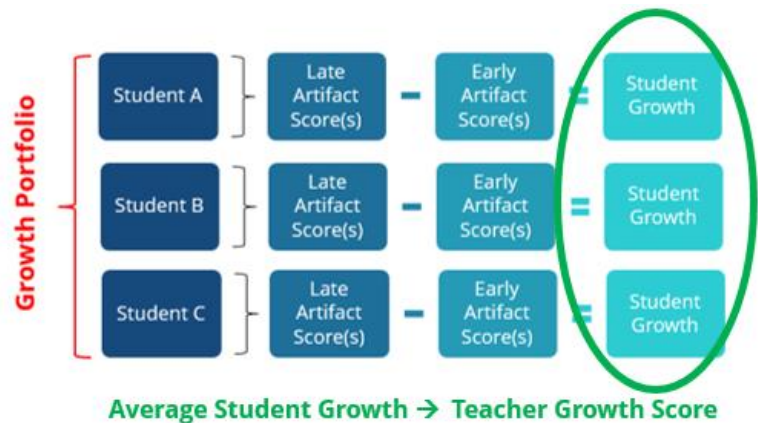
2017-18 School Year

5. Sign a memorandum of understanding (MOU) by Sep. 29 to confirm participation. Communicate with WBL coordinators and host internal planning meetings to communicate about the pilot and share resources with teachers. Recommend WBL coordinator(s) to serve as peer reviewers.
6. Ensure online training participation for all WBL coordinators teaching WBL: Career Practicum (6105) by Sep. 29.
7. Participate in five virtual meetings (Oct., Nov., Jan., Feb., and March) to share successful practices and support teachers in developing quality artifacts for submission using provided resources.
8. Teachers submit artifacts in April 2018 for peer review, results released in early fall 2018.
9. WBL coordinators will receive a renewed WBL certificate for full participation in the pilot.

How is the “growth portfolio” different from a student’s “WBL portfolio?” – A student’s “WBL portfolio” is the summative assessment for the WBL experience and showcases his/her best work to attest to mastery of the standards. A “growth portfolio” is a sampling of artifacts from multiple students across a teacher’s class. Together, these artifacts demonstrate how the teacher is helping the whole class grow as compared to the standards. As a result, the teacher generates a [measure of growth for TEAM](#).

Who reviews the “growth portfolio” artifacts? – Artifacts are peer-reviewed by multiple “scorers” who teach the WBL: Career Practicum (6105) course standards and are certified WBL coordinators. Submitted artifacts are reviewed by scorers using an Artifact Scoring Guide, which provides key “look-fors” as evidence of standard attainment.

How does this process generate a growth score? – WBL coordinators select three students from their class who represent “emerging, proficient, and advanced” skill levels. For each of these three students, the WBL coordinator selects early and late artifacts to show skill growth.



Does a WBL coordinator submit the student’s entire portfolio? – No, the teacher selects three students and identifies a handful of artifacts from early and late in the term that demonstrate growth against one or more standards. The following criteria guide this selection process:

- Teachers submit artifacts from three students at various skill levels: emerging, proficient, and advanced.
- All students must be selected from the same section of the WBL: Career Practicum (6105) course.
- For each student, teachers shall submit early and late artifacts that correlate to the same standards.
- Early and late artifacts must represent at least one standard from each of the three categories, at the discretion of the teacher:
 - Career Knowledge and Navigation Skills (#1–3)
 - 21st Century Learning and Innovation Skills (#5–10)
 - Personal and Social Skills (#11–15)

What does that look like in practice? – The following chart demonstrates three examples of how artifacts may be selected and submitted to meet the criteria listed above.

Teachers may submit artifacts in a number of combinations, as long as:

- minimum requirement of standards are met,
- early and late standards map to the same standards, and
- all students are selected from the same section of the course.

